

CRANSTON SCHOOL COMMITTEE PUBLIC WORK SESSION

JULY 10, 2013

WILLIAM A. BRIGGS BUILDING (REED CONFERENCE ROOM)

845 PARK AVENUE, CRANSTON, RI

EXECUTIVE SESSION 6:00 P.M.

**PUBLIC WORKSESSION IMMEDIATELY FOLLOWING EXECUTIVE
SESSION**

**PUBLIC SESSION IMMEDIATELY FOLLOWING PUBLIC WORK
SESSION**

MINUTES

The meeting of the Cranston School Committee was held on the above date with the following members present: Chairperson Iannazzi, Mrs. Ruggieri, Mrs. Culhane, Mr. Traficante, Mr. Gale and Mrs. McFarland (Mrs. McFarland arrived at 6:53 p.m. and was not present for executive session). Mr. Colford was absent. Attorney Cascione and Carroll were present for executive session.

This meeting was called to order at 6:00 p.m. and convened to Executive Session pursuant to RI State Laws -

1. PL 42-46-5(a)(1) Personnel:

A. (Renewal of Contracts – Administrators/Principals)

B. (Discussion of Employee “A”)

2. PL 42-46-5(a)(2) Collective Bargaining and Litigation:

A. (Contract Negotiations' Update – Secretaries)

B. (Teachers)

C. (Teacher Assistants)

D. (Bus Drivers, Mechanics)

E. (Tradespeople)

3. PL 42-46-5 (3) Security

Call to Order – Public Session was called to order at 6:47 p.m.

The roll was called; a quorum was present. No votes were taken in Executive Session.

4. Public Work Session

a. Observation Policy – Attorney Maryann Carroll

Attorney Carroll stated – I understand you have some questions on the observation policy. Let me just make you aware of the fact that there is no law that requires that you allow anyone into the buildings to observe. We put this policy together to try to be proactive and to work with outside therapists that may come in and observe children that they are evaluating as well as parents who may want to come in and observe their child. We felt we had to put certain guidelines in place and again if you don't adopt policies there are no policies and nobody has to come in so we are trying to be a little proactive in this

policy. This policy actually...Warwick implemented a policy like this years ago. Pawtucket has had it in also. We are working on a lot of other districts somewhat because of the outside therapist piece and also because of security and confidentiality. You don't want people just walking through your building and you don't want people just walking into classrooms. You have had that in the past. This policy puts the guidelines in place if a parent does request to observe their child. We are putting in the controls. We are saying its limited, we are saying it can't disrupt the learning environment, we're saying there has to be an administrator present so we are protecting security and protecting confidentiality.

Mr. Traficante stated - #5 concerns me a little bit only because, let's assume you have an elementary school with only one administrator , that administrator would have to sit in that classroom with that parent for the entire period? Attorney Carroll stated – its 30 minutes and you have administrators in your schools right now doing evaluations where they are sitting in classrooms for a length of time. The problem is how do you ensure that there is safety and confidentiality if you don't have the administrator accompanying. This isn't going to happen every day. On an occasion when a parent or a therapist requests an observation, we feel as though there needs to be somebody there that has authority to take control. You don't want to put a teacher in a position where there's a parent, or the parent may, or not even a parent, a therapist that's wants to interact, it may disrupt. How does the teacher stop her teaching and say, wait a

minute...if the administrator is there, it's not going to happen.

Mrs. Ruggieri stated – my only concern was in #6, for parents and #7 for the outside therapists, because it's the same one; it's the taking notes. I get the tape recording and I get the videotaping, and I think that's...and I think...I look at it and I think I'm a therapist that if I am observing a student that I would need to take notes so that I could go back and look at the behaviors or whatever it was that I was looking at to have it a little bit fresh...my thought process and maybe this wouldn't work that you would...whatever notes that were taken would have to be...a copy of those notes maybe would have to be given or placed in the child's file or something to that effect but I just thought as a professional and I was going in and I was observing that I might need to take notes. Attorney Carroll stated – I think the opposite actually happens, I think that therapists that observe come to observe and they watch what is happening and then they leave and take their notes only because if they are busy writing then they are not watching what is happening. We put this in because we don't think we would have a problem with a therapist but how do we control what a parent is writing down. They may be observing Maryann but they are writing down what Johnny is doing, Stephanie is doing. This way, again, we make sure of the security and we also, again, therapists that come in are not going to take notes even if they could. They are going to watch what is happening. They are going to leave the classroom and they are going to sit in the car or they are going to take notes right away.

Ms. Iannazzi stated – in my profession we are actually trained, when we go to a home visit, not to take notes because it is disrespectful. So social workers, therapists etc. are trained not to take notes.

Mrs. Ruggieri stated – and that is what I said when I looked at it; I said that's not my area, I just don't know but I was wondering if that was something that might kind of hinder an outside therapist...

Mr. Gale asked – how did come up with the 30 minutes time frame? Attorney Carroll stated – longer than that is disruptive. Usually when a therapist comes in they need to observe a specific thing and they are going to ask. If it's longer than 30 minutes then it becomes disruptive to the entire learning environment and we had to put some kind of perimeter because if we didn't...how long are they going to say they will be there. This is a policy for all students in Cranston; not special ed student exclusively. A therapist is going to come in and the therapist is going to watch and if the therapist then feels as though for something else they can always go to the superintendent. If it's special ed they can go to the director of special ed. The observation must be for educational purposes.

Mrs. Culhane stated – I have a couple of points. I think...I know Ed Angilly from SEAC submitted some suggestions to us so I am looking at some of those and some of the things that had popped into my mind the first time I had read this so one was under the parent policy, I am okay with all of that but in the first one it says only a parent may observe and in some cases our children don't have parents they have

legal guardians so I think...Attorney Carroll stated – we can clean that up; parent or legal guardian; not a step-parent.

Mrs. Culhane continued – the other one...this is under the therapist policy, under #1, it says provided in writing to the school administration; do we need to have parental consent listed in there as well? Attorney Carroll stated – if a therapist is requesting an evaluation then they have already been given the parental approval. In other words the parent has hired a therapist to come in and do an evaluation of the child. That parent has already given that therapist consent. If they have not then they cannot. There is already a parent signature for the therapist to do the evaluation.

Mrs. Culhane continued – I am a social worker and typically, I work on protective cases of elderly neglected and abused, so typically I don't take notes for that very reason but there are some occasions, I always bring a pad and paper and I never hold the pen in my hand but there are some occasions when I have to take a note because I either need to write down a name or a phone number or something that is pertinent so I am concerned about saying no note taking. Attorney Carroll stated – you would never in our observations be writing down a name and a phone number. I can see where you would need it in your profession. Just remember you are there to observe the actions of one child so if I'm observing a child I am simply looking at what she is doing and I am observing her behaviors when I walk out of the room now I am going to write. I know when I was trained to evaluate teachers we were trained not to take notes in the room and to take our notes afterwards. I understand that is totally different now. But

again there was different kinds of training that we had when we wrote nothing down until we walked outside only because we need to observe, we need to pay attention to what we are seeing and the kind of information you need nobody should be taking that down when we are doing.

Mrs. Culhane continued – I just worry that if somebody came in and needed to take a note. If you are saying most therapists wouldn't then I don't know why we would demand that they don't.

Mrs. McFarland stated – it is more of an evaluation than it is a case management issue so in evaluating we don't allow it in our industry evaluating. There is no videotaping; there is no taping, nothing. But if you are a case manager in our industry then you do take notes and they are protected in our environment.

Mrs. Culhane continued – I don't see it that way but if nobody else agrees with me then that is fine.

Attorney Carroll stated – I do want to make one change before you vote on this and it is under the confidentiality, Cheryl brought this to my attention. You said you can't use information you have obtained with anyone at any time. We need to make it specific to you can't use any other information other than for the purpose you are doing the evaluation. The way it is written you could come watch and anything you found out you couldn't put in an evaluation or anything like that so I have to clean up that language.

b. Discussion of the Alternative Learning Program at Horton

Elementary –

Karen Ostroff, Executive Director, West Bay Collaborative

There were no questions. However, Mrs. Ruggieri requested – when this contract comes up for renewal again that we get the detailed budget with the contract renewal before it comes up. Mrs. Culhane asked – if we could also have our expenses attached with what their budget is, if we could have those two together the next time it is presented. For now we can look into the budget and see what our costs are that are related to that. That combination would give us the scope of what the program actually costs.

c. School Classifications – Dr. Judith Lundsten

Dr. Lundsten did a Power Point presentation (handout #1 - on file in the superintendent's office).

Dr. Lundsten stated – last week I notified you that we would be notified on July 2nd about our school classifications so I wanted to bring you up to speed as to how our schools are being classified. I wanted to share with you what we have learned about it and where we are going with it. I am going to do this carefully because I don't want to read the Power Point. You need to know that up until last year the only things that our schools were looked at in regards to RIDE and accountability was proficiency. In other words how many kids are proficient or with distinction. Last year they changed this system so whereas before we were using one measure now we are using at the elementary and middle level five measures and at the high school six measures and they pool those scores together and that determines

your classifications. Instead of just looking at proficiency we are now going with school measurement, school support and intervention and school classification piece. What you also need to keep in mind is that this only looks at grades 3-8 and grades 11, it is based on the New England Common Assessment Program and then Jeannine is going to share with you when I get done where in the future what this is going to look like and it only reflects the assessments of English Language Arts and math. There is no science or social studies or anything else in these scores so keep in mind this is a snapshot. Even with the new accountability, looking at the five or six measures, you're looking at one assessment given over a course of four or five days and they derive the accountability scores from that. It is now called the CIS which is the composite index score. Every school scores between 1 and 100 and you earn points for these different areas. The high schools (including the charter school) have six measures. You do need to recognize on this is the warning school; you could have 50 or 55 and still be a warning school because there are four subcategories within that area. For example that is what happened at Woodridge last year. They looked great except for one area and because they scored low in that area it didn't make any difference and they were listed as a warning school. Garden City was the same way last year. Presently, as of this year, we have two commended schools, one leading school, seventeen typical and three warning schools. Last year we had one focus school and that was the charter and they have raised those scores so they are now in the warning category. The commended schools are Oak Lawn and

Orchard Farms. The leading school is Western Hills. What is noteworthy here is Oak Lawn it is the second year in a row they are considered a commended school which is quite an achievement. Orchard Farms, this is their first year as is Western Hills. I will list all the typical schools but I wanted to point this out to you. Last year all the schools that are listed here were considered warning schools (Rhodes, Garden City, Woodridge, Edgewood Highland and Gladstone). Every single one of them has pulled themselves out and is now typical. What is particularly noteworthy is Woodridge, Garden City and Edgewood Highland in some of their subcategories made double digit increases. They knocked it out of the park folks. They really worked hard. The warning school is the Charter School. Here again they made double digit increases also. Here are the other typical schools and what is hard to tell on this (and I am going to hand you another chart – see handout #2 on file in the superintendent's office) is that they may have remained typical in some areas they increased, they may have dropped in other areas. It looks like the score is the same but it may not be. The other thing you need to know is each of these schools has different targets. In order to have a target you need to have a subgroup of a certain size. If you don't have that then it is not a target. For example, Cranston East might have sixteen targets where another equivalent school of the same size might only have 8 because they don't have enough subgroups. You need to look at the data very carefully so you make sure you are comparing apples to apples. On this summary chart, you will see the school classification for last year, third column their

classification for this year, this is this years' composite score. Some are sitting right on the edge of moving into the next category; some of them are sitting on the edge...you really have to look at your data carefully and not take it on the surface value. The arrows indicate my judgment insofar as did they go up, down, stay the same? If I also saw something interesting in there that I thought you should know I listed it under notes. For example, Eden Park, they met 11 of their 16 targets and are typical. Other schools you will see went down but they met all their targets so it looks a little bit different for each school. One of my action plans is to meet with every single principal to talk with them, this is our perception of how things went, we will review the data and I want to hear what they have to say. What will they say made it work for them, not work for them, what is on this paper that we don't know because obviously they are going to dig deep and they're going to know. I am concerned about Bain. I have already spoken to the principal at Bain and she has started a program (yesterday). They have looked at all the youngsters that did not achieve proficiency and put a summer program in place for them so that they will 'get a leg up' for this coming fall. On the RIDE website there is a graphic, it shows where the score was last year and where it is now. The other point is remember this assessment was taken in October so it is looking at the year before so you need not be quick to judge the current leadership in the buildings because some of the buildings have brand new leadership. The other thing is be careful of is you really need a good four years of solid data to see if it is a bump in the road or if it is a true score. One of the things that Jim and I have

been talking about is do we have enough data to look at proficiency and we're using the same assessments. So that is the next thing we are going to be looking at; cohorts over time in the different buildings, obviously I will be starting with Bain and Dutemple. We will see if there is something there that can give us more information.

Dr. Lundsten continued – Wonder questions – What would the schools tell us? What haven't we considered; what other factors? What's contributing to those schools that we think have the whole package together and are constant? What made Woodridge, Edgewood Highland, Garden City; those folks make such tremendous growth in one year? Let's figure that out.

Action Plans – Dr. Lundsten stated – the schools that were in warning, we will continue to have a plan, and we'll continue to monitor it. Right now they are still reporting quarterly but have not heard for this year. RIDE did give us a grant to help support that and they were fairly generous. I will be going after that grant for the two new schools this year because I think that may have been a contributing factor, that we got some new equipment, some new materials, some extra PD. We will need to look carefully at the other data sources that we have for these buildings. What I would like to suggest to you is at future work sessions that we bring a piece of data to you to look at, for example attendance data, discipline data. I have a Fact Sheet in case you have questions from parents (see handout #3 – on file in the superintendent's office). On both sides it

explains the proficiency scores, the cut scores so you just have a reference sheet. If you need other materials and you really want to dig into the matrix to figure out how they got the formulas I have that information. We will also ask Donna-Marie to put this handout up on the webpage.

d. PARCC Presentation – Jeannine Nota-Masse

Ms. Nota stated – (see handout #4, 5, 6, and 7 on file in the superintendent's office). The biggest piece you need to know is that yes, we are phasing out NECAP in English and math. We will not be phasing out the science piece. So students will still take the science NECAP going through until at least 2016. There is no science PARCC. Dr. Lundsten stated – PARCC is based on the common core state standards. There is no common core standards for science; there is the next generation science standards and no one has said who will be developing the assessment piece of that. The PARCC will be implemented as you can see. Right now we are still using NECAP this year, 13-14, and then the next year, 14-15, we will start the PARCC. In Rhode Island we are all going out on the same time line. We are a governing state, which means we are at the table, our representative is Maryann Snyder she does a lot of work with PARCC. Pearson is the assessment company. The common core has been adopted by forty-four states and the District of Columbia. Within those states there are two separate assessments so several states listed on the second page (handout #4), participating states and governing states are using PARCC. The other states, which include most of New

England, Vermont, Maine, New Hampshire and Connecticut, are using Smarter Balanced which is another assessment to assess common core. Massachusetts and Rhode Island are using PARCC.

Ms. Nota continued – insofar as the technology piece – Donna-Marie and I met today. PARCC Frequently Asked Questions (see handout #5 – on file in the superintendent's office). This information was obtained through the PARCC website. The RIDE website had a really great Power Point that they had shown us months ago. Unfortunately it's not on their website now. The PARCC will be a standardized test given to all students in grades 3 through 11 which is a change from NECAP. PARCC has potentially five different modules. There are two optional pieces, speaking and listening, end of the year and then there is a summative piece. We are required to do the end of the year pieces. If we decide to do the optional pieces that incurs an additional cost for us. Looking down the road it may be worth it for us because it provides a baseline. So those are given at the beginning of the year and you can see growth as the year goes on. This is an online test; all web based. Paper may be available according to RIDE. The performance based is the longer piece. Speaking and listening component = I asked Donna-Marie about that – all of the computers that we are purchasing in anticipation of this test come equipped with headphones and microphones. So for that part we are thinking down the line. There are some concerns about accommodations for students with special needs need to be more clearly thought out for the PARCC and again we're doing this down the road but that is

something we are concerned about with these new tests being computer based and knowing what our kids need to know to do this is concerning. These tests are supposed to be a more accurate measure of what kids know of the common core standards.

Ms. Nota continued – if you look at page 3 (see handout #6 – on file in the superintendent's office), ELA/literacy and math. Math is designed a little bit differently than the ELA. Those are done by courses, algebra, geometry, as you can see and then the ELA/literacy will be given by grades. The other ones are given by math courses. As a district we need to decide whether or not we have the algebra I, geometry and algebra II sort of packet or we follow the mathematics 1, 2 and 3. The idea of PARCC is to have students be better prepared for college, careers, and beyond, more critical thinking and measures. We are investing in a great deal of technology to accommodate the needs of the students being tested. Dr. Lundsten stated – not only the technology but the infrastructure need.

Ms. Nota continued – the technology piece – RIDE has been proactive in surveying districts on a regular basis, finding out whether or not we have the devices that will support this and the infrastructure. So there has been an on-going technology readiness survey that we have been participating in. RIDE has sent out minimum specs, minimum requirements for devices to be used with PARCC. Minimally we are okay; in the district most of our schools are above 80-90% ready for the PARCC if it were given today. Going forward that is an

upgraded version of what would really be great for technology but we are only at 3% for that. As we get more technology and we keep doing the survey those numbers will change so by the time the test comes out we may be closer but minimally we are okay. Donna-Marie did ask me to make it very clear to the school committee that right now we have \$250,000 budgeted that we are using to start buying those laptop carts which have 30 devices on them and will be minimally acceptable for this. Going forward we are going to need to certainly increase that line item to continue to buy the devices so we are positive that every student has the opportunity to have a working device. Samples of testing materials (see handout #7 – on file in the superintendent's office) were presented to the school committee members. Discussion ensued regarding student(s) ability with clicking and dragging. Ms. Nota also explained the testing questions.

e. Kindergarten Discussion

Mrs. Ruggieri stated – we have been meeting for the last year and a half regarding all-day kindergarten and obviously the major stumbling blocks for us for finances and room in our existing buildings. An opportunity came along where we may be able to come into grant funding. That grant funding will cover us only for start-up costs, so that would be all of our supplies, materials, curriculum development, professional development, those kinds of pieces. The grant cannot be used for salaries. When we originally looked at this we thought, we

know we can't just as a district just go full blown all-day kindergarten. It's not realistic for us. What we are looking at as a district is making full day kindergarten a sustainable program. We don't want, and there are districts that have done this, they put it in and every year it comes up on the chopping block and they've cut it or they've set it up in a way where they had to start pulling back on some of what they had already developed. Looking at that and looking at this grant opportunity we sat down and looked at our buildings and what was available and what we think could be available and as a phase in what the set up was for the 2013-2014 school year we would be using that grant funding to develop our curriculum and what we set up when we had the subcommittee we had a group of teachers, current and retired kindergarten and first grade teachers, who looked at our curriculum and realized we are in alignment with all the standards. What they felt was kindergarten shouldn't be first grade, kindergarten should be kindergarten and it should be the stepping stone to first grade. They looked at it and said they needed to make the curriculum more meaningful and deeper, not adding, but using the standards that are set and just having it be more meaningful. That piece needs to be developed. We believe a year is time enough to do that. Using that 13/14 year would be professional development, curriculum development, planning, and the purchase of materials and supplies. In that second year we believe there is room in six of our schools. What we would be doing is have all that information in so when we are planning our budget we are looking at our existing student population and creating a budget so that right now we get \$6,000 for

our K students because they are half day. What we would be getting in the next year is the full per pupil expenditure which is the \$13,000 change because they would all be full day. The way it works with the state, currently, is that if you want to put full day K now they will withhold the funding for a year (for public schools). They run it a little bit differently for the charter school. What we are looking to be do is we know what we are going to be doing in the following year so we can have that in the March figure so we actually get that money in that year and that would cover the salaries. We are looking at the additional teacher piece of it but we are also looking for a half time teacher assistant in each classroom so when we looked at it to begin with we thought we were working with two classrooms so we said okay we would have one teacher assistant who would split her time between the two full day K. In that same thing we would look at the six classrooms and we would have three teacher assistants because we believe for all day K to be successful there needs to be that second body in the classroom and while we recognize right now in a perfect world every classroom would have a full teacher aide in the primary, we know that is not possible so for us to create a sustainable program we believe we can do it with a half day and this is not someone who is going to be making photocopies. This is someone who is in the classroom working with the children. That was the direction for the second year and then moving forward we would be looking at room in other schools. It wouldn't be a roll out. Obviously we have 17 elementary schools so the minimum it would be a three year roll out. It's possible it could be a four year roll out

before the full district is all day K. We don't want to just do it and lose it or do it and have to scramble. It's more of a phase in so it stays in. We will need to set a cap for this grade also; twenty-five will be the max.

Ms. Iannazzi stated – the grant opportunity came up because Senator Gallo has been working towards a full day kindergarten and she was able to have \$250,000 added to the budget which was passed by the General Assembly as a set aside. So there will be an application process through RIDE that we can apply for the grant. There are parameters though, which is the program has to be lasting for five years so they are trying to not encourage a district like Woonsocket who funded all day K then cut it and they are trying to restate it. They are really looking for a minimum of a five year commitment to get it up and running and keep it running. Also part of that process would be to have kindergarten registration moved up to earlier in the year so we would have a better idea of what our figures would look like. Discussion ensued regarding enrollment.

Dr. Lundsten stated – if we don't get the grant then we certainly don't want to violate our agreement with the mayor and obviously that would but if it is at no cost to the district and we can get started to roll in so that we can really develop a very fine curriculum for kindergarten I think it is going to put us in a better place.

Mrs. Ruggieri stated – the other piece of that is if we know there are

four open classrooms in a school do we then move kindergarten from one school to a neighborhood school in order to open up that full day to as many students as we can in that short of a term.

Mr. Traficante stated – let's assume there is a baby boom in western Cranston and Orchard Farms has more than your cap in kindergarten – what happens?

Mrs. Ruggieri stated – well, we have space in that school. We have a year of planning and we will look at many different scenarios.

Mr. Balducci will be running the numbers again to be sure that there will be no cost to the school department.

Mrs. McFarland stated – one of the options that is still on the table and I had talked to the superintendent about and I want to make sure everybody here is still aware of that option is because of what happened nationally. We have headstart room at the CCAP building so they have offered to work in collaboration with you because then you could have a lottery system in your school district to accommodate your kids and they do have two locations, they have one over here and one on Gansett Avenue near the YMCA. They are still willing to talk to you about doing full day kindergarten. Those rooms are already retrofitted to accommodate these students and already have people in the classrooms. All they are looking for you to provide was actually the teachers for those classrooms.

Mrs. Ruggieri stated – that would cost us money – without us getting

the funding for the full day student and the coverage in our district we don't know if that would carry over. There were variables of that and we also recognized that because we would be submitting a grant to run the program in the public school that might be a conflict. It was kind of a gray area.

Mrs. McFarland stated – it's a shift. People collaborate all the time and then shift it over to the public school system.

Mrs. Ruggieri stated – I think that may be looked at if for any reason we don't get this grant that might be the direction that we head in as an alternative solution. We have to have a plan that is long-range.

Discussion ensued regarding staffing and caps.

Ms. Iannazzi stated - special thanks to Senator Gallo for pursuing this grant.

Adjourn Public Work Session to Public Meeting

Executive Session Minutes Sealed – July 10, 2013

Moved by Mr. Traficante; seconded by Mrs. Culhane. The roll was

called; all were in favor. No votes were taken in executive session.

The next meeting will be held on July 15, 2013 at Hope Highlands Elementary School.

Adjournment

A motion to adjourn was made by Mr. Traficante; seconded by Mr. Gale. All were in favor.

Respectfully submitted,

Paula BM McFarland

Clerk

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POLICY #6165.2

CRANSTON PUBLIC SCHOOLS

Guidelines Regarding In-School Observations for All Outside Therapists

These guidelines have been established in order to minimize disruption in instruction and/or to the educational process in general.

1. Requests to observe classrooms in the school shall be provided in writing to the school administration. The request must include the

name of the student to be observed and must state the reason for said observation.

2. Permission to observe a classroom shall be limited to an evaluation being conducted for a legitimate educational purpose.

3. Individuals seeking permission to observe a particular child must comply with the “Visitor Policy” adopted by the Cranston School Committee (Policy #1250).

4. Individuals requesting to observe a classroom must provide identification to the school administration and sign in and out at the school office.

5. Individuals requesting to observe a classroom shall be accompanied by a certified administrator at all times.

6. Individuals observing a classroom shall be apprised of the confidentiality requirement under the law. The scope of the observation shall be limited to a specific classroom with the stipulation that any information regarding other students or staff members obtained during the observation will not be shared outside of the school, and information received will not be released to others and will be destroyed when no longer needed for purposes for which the observation was conducted. The individual may be required to sign a separate confidentiality and indemnity agreement as

determined by the Administration.

7. Prior to the observation, school administration shall establish the time and duration of the observation. In no event shall an observation be longer than thirty (30) minutes. During the observation, there can be no attempt to engage a teacher or therapist in conversation or ask questions during the instruction. There shall be no attempt to engage with the student being observed or any other students unless expressly authorized by the administrator accompanying the observer. Taking notes, tape recording, or videotaping shall not be allowed during the visit. Such behavior will be considered disruptive and the individual will be asked to leave the classroom.

8. The Cranston Public Schools reserve the right to rescind observation privileges allowable under State and Federal regulations to any individual who does not comply with the guidelines established by the school administration or when such visits disrupt the educational environment as determined by the building principal.

I understand and agree to comply with the above-referenced policy regarding in-school observations. By signing this agreement I agree that I am observing only the student that I have requested permission to observe and any information that I should obtain about anyone else or anything in the building through my presence in the school is highly confidential and cannot be shared with anyone.

All information that I receive I agree to keep confidential.

Name Signature

Position

Cranston Public Schools

845 Park Avenue

Cranston, RI 02910

To: _____

From: _____

Date: _____

Re: Student/Classroom Observation

Attached you will find the Cranston Public School’s policy and guidelines regarding in-school observations. The guidelines must be followed for all student/classroom observations by outside therapists.

Your request will be reviewed by the School Principal and/or Special Education Administrator.

After you have read and agreed to the conditions listed on the guidelines, you will need to submit your written request to the School Principal. You must state the educational purpose as well as provide authorization from the student's parent or guardian. The signed guidelines along with the required documentation should be returned to the student's School Principal.

You can request the time and date for observation. However, the final decision as to date and time shall be determined by the School Principal. You will need to provide identification when you arrive at the school for the observation. You will be accompanied by, or in the presence of, a certified administrator at all times.

If you have any questions, you can call the student's school at _____ or the Special Education Director at (401) 270-8137.

Attachment:

Guidelines Regarding In-School Observations

POLICY #6165.2 (Continued)

CRANSTON PUBLIC SCHOOLS

Guidelines Regarding In-School Observations for All Parents

These guidelines have been established in order to minimize disruption in instruction and/or to the educational process in general.

1. Requests to observe classrooms in the school shall be provided in writing to the school administration. The request must state the reason for said observation. Only a parent may observe and the parent shall not bring anyone else to the observation.

2. Parents requesting to observe a classroom must comply with the “Visitor Policy” adopted by the Cranston School Committee (Policy 1250).

3 Parents requesting to observe a classroom must be accompanied by an administrator at all times.

4. Parents may observe no more than one (1) time per quarter

5. Parents observing a classroom shall be apprised of the

confidentiality requirement under the law. The scope of the observation shall be limited to a specific classroom with the stipulation that any information regarding other students or staff members obtained during the observation will not be shared outside of the school, and information received will not be released to others and will be destroyed when no longer needed for purposes for which the observation was conducted. Parent may be required to sign a separate confidentiality and indemnity agreement as determined by the Administration.

6. Prior to the observation, school administration shall establish the time and duration of the observation. In no event shall an observation be longer than thirty (30) minutes. During the observation, there can be no attempt to engage a teacher or therapist in conversation or ask questions during the instruction. There shall be no attempt to engage with the student being observed or any other students unless expressly authorized by the administrator accompanying the observer. Taking notes, tape recording, or videotaping shall not be allowed during the visit. Such behavior will be considered disruptive and the parent will be asked to leave the classroom.

7. The Cranston Public Schools reserve the right to rescind observation privileges allowable under State and Federal regulations to any parent who does not comply with the guidelines established by the school administration or when such visits disrupt the educational

environment as determined by the building principal.

I understand and agree to comply with the above-referenced policy regarding in-school observations. By signing this agreement I agree that I am observing only my child and other information that I may obtain during this observation is highly confidential and cannot be shared with anyone.

Name Signature

Student's Name

April, 2013

Cranston Public Schools

845 Park Avenue

Cranston, RI 02910

To: _____

From: _____

Date: _____

Re: Student/Classroom Observation

Attached you will find the Cranston Public School's policy and guidelines regarding in-school observations. The guidelines must be followed for all student/classroom observations by a student's parent(s).

Your request will be reviewed by the School Principal and/or Special Education Administrator.

After you have read and agreed to the conditions listed on the guidelines, you will need to submit your written request to the School Principal. The signed guidelines along with the required documentation should be returned to the student's School Principal.

You can request the time and date for observation. However, the final decision as to date and time shall be determined by the School Principal. You will need to provide identification when you arrive at the school for the observation. You will be accompanied by, or in the presence of, a school staff member at all times.

If you have any questions, you can call the student's school at

_____ or the Special Education Director at (401)
270-8137.

Attachment:

Guidelines Regarding In-School Observations

** **

Cranston Public Schools

Confidentiality and Indemnity Agreement

Observation of Student

It is the responsibility of the Cranston Public Schools (hereinafter “CPS”) to follow all state and federal laws relating to the confidentiality of information for both students and staff. Additionally, it is the policy of CPS to provide our students and employees with a level of privacy and confidentiality with any information concerning any of our students or employees.

In the course of your observation you may have access to information about other students or employees, their families and/or

personal business.

Therefore, I agree that:

I will hold any information that I obtain during my observation of student

_____ in the truest confidence as required by law. I understand that I cannot discuss any information that I may have obtained with anyone at any time. Furthermore, I understand that I cannot use any information that I obtain for any reason. I understand that if I violate this confidentiality agreement I shall never again be allowed to observe any student in the CPS and legal action could be taken against me. I further agree to indemnify the CPS in the event that I violate my confidentiality requirement and legal action is taken against CPS for any damages assessed against CPS.

I have read this confidentiality agreement and agree to its terms.

Name_____

Signature_____

Date _____

Worksession: July 10, 2013

Policy Adopted: CRANSTON PUBLIC SCHOOLS

Resolution No.: 13- CRANSTON, RHODE ISLAND